

Innovative learning from simulated patient complaints

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Repeated inquiries have highlighted issues with patient safety, communication and the exploration of complaints, emphasising the interplay between each in securing the optimum patients’ journey through health and social care provision (Francis 2013, Keogh 2013).

 The Care Quality Commission (2014) highlighted that every concern or complaint is an opportunity to improve. A complaint may signal a problem, with the potential to help save lives, and well-handled concerns can help to improve the quality of patient care.

 Despite these potential benefits there is a wide variation in how complaints are handled or the

fostering of an open culture where all complaints are welcomed and learnt from.

 The simulated experience consists of examining the reasons for complaints; impacts upon service users; lessons for nurses and other health professionals; means of address and preventing repetition of similar incidents; enhancements for practice and lessons for organisations.

 As part of this process the inclusion and effects of Human Factors are explored from the inception of the simulation experience.



Resulting from this simulation, students develop key transferable skills: critical thinking; team working; leadership; knowledge of systems and processes; communication skills; customer care; quality assurance, governance and promoting patient safety that are mapped against the competencies outlined in the Nursing and Midwifery Council (2010) Standards for Pre-registration Nursing Education.

 This experience and feedback is recorded within each students practice document. This is used for subsequent review by their practice mentor, and can be used as part of their practice

assessment at the applicable progression point.

 Learning from service user complaints is high on the agendas of commissioners and healthcare providers.

 This simulated experience has the potential to be transferred in to not only nursing practice but also any other healthcare professional pre-registration education and continued professional development.

References

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